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Title: The occupational activities of former full-time vocational agriculture students of the secondary schools of York County as an aid to better programs of vocational guidance

Place of Publication:

Copyright Date: 1941

Master Negative Storage Number: MNS# PSt SNPaAg032.7

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090 20 Microfilm D344 reel 32.7 $cmc+(service copy, print master, archival
       master)
100 1  Reese, Wilbur Vernon.
245 14 The occupational activities of former full-time vocational agriculture
       students of the secondary schools of York County as an aid to better
       programs of vocational guidance $ba thesis $cby Wilbur Vernon Reese.
260    $c1941.
300    56 leaves $bill. $c29 cm.
502    Thesis (M.S.)--Pennsylvania State College.
504    Includes bibliographical references.
533    Microfilm $bUniversity Park, Pa. : $cPennsylvania State University
       $d1997. $e1 microfilm reel ; 35 mm. $f(USAIN state and local literature
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THE PENNSYLVANIA STATE COLLEGE
The Graduate School
Department of Agricultural Education

THE OCCUPATIONAL ACTIVITIES OF FORMER FULL-TIME VOCATIONAL AGRICULTURE STUDENTS OF THE SECONDARY SCHOOLS OF YORK COUNTY AS AN AID TO BETTER PROGRAMS OF VOCATIONAL GUIDANCE

A Thesis
by
Wilbur Vernon Reese

Submitted in partial fulfillment
for the degree of
MASTER OF SCIENCE
August 1941

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Approved:

Wm. F. Hall
Adviser

William A. Broyles
acting Head of Department

BIOGRAPHICAL SKETCH OF WRITER

The writer, Wilbur Vernon Reese, a son of David D. and Estelle B. Reese, was born Nov. 27, 1913 at Kingston, Pennsylvania. His public school education was completed in the elementary and secondary schools of that town when he was graduated from the Kingston-Memorial High School in 1931.

The writer's farm experience was secured while employed during several summers on the farm of his grandfather, Mr. Philip Rowley of West Trucksville, Pennsylvania.

Following graduation and one year in the employ of the Atlantic and Pacific Tea Company, he matriculated at The Pennsylvania State College in 1932 and was graduated in the curriculum of dairy husbandry four years later. During his college career two of the writer's summers were spent in the employ of the Borden Corporation where he served as a laboratory technician in the testing of milk and dairy products. A third summer was spent in the employ of the Dairymen's League engaged in general dairy work and laboratory control.

In September 1936 the writer again matriculated at The Pennsylvania State College, this time as a

234562

graduate student in agricultural education. He became certified in June 1937 and for the last four years has been employed as teacher of vocational agriculture in the Hallam High School, Hellam, York county, Pennsylvania. Parts of the summers of 1939, 1940, and 1941 were spent pursuing additional graduate work in the field of agricultural education.

He is a member of Alpha Tau Alpha, Alpha Zeta, and Gamma Sigma Delta.

ACKNOWLEDGEMENTS

Sincere appreciation is expressed to the principals, teachers of vocational agriculture, and cooperating former students of the Codorus Township, Delta, Dillsburg, Fawn Township, Hallam, New Freedom, and Stewartstown high schools for the assistance rendered in the securing and compiling of the data included in this study.

The writer especially recognizes the assistance and guidance of Mr. Henry Brunner in the planning of the study, of Dr. C.S. Anderson in the classifying of the data, of Dr. William Broyles in the completing of the summary, and of Dr. W.F. Hall for his criticism of the manuscript.

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THE OCCUPATIONAL ACTIVITIES OF FORMER FULL-TIME VOCATIONAL AGRICULTURE STUDENTS OF THE SECONDARY SCHOOLS OF YORK COUNTY AS AN AID TO BETTER PROGRAMS OF VOCATIONAL GUIDANCE

CHAPTER I

Introduction

STATEMENT OF THE PROBLEM

The National Vocational Guidance Association defines vocational guidance as *"the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it." It is with this first phase of vocational guidance namely, the assisting of the individual in the choice of an occupation, that this study is concerned. This is of particular significance in York county as results of this study show that 85.2% of the former students included remain in the county after leaving high school and consequently it is here that they work and live. **It is Cohen who states that it is part of the school's responsibility to give children a chance to become familiar with the occupational activities present in their communities and it is evident that the sound choice of an occupation

---

* Fitch, John A. Vocational Guidance In Action. New York: Columbia University Press, 1935 p. 3

** Cohen, David I. Principles And Practices of Vocational Guidance. New York: The Century Company, 1929 pp 243-250 can be made only if the student possesses knowledge of the types of occupational opportunities in the community in which he is to live. It then becomes the responsibility of all teachers who serve as guidance counselors to have this information available.

Because the writer is interested in discovering not only those occupational opportunities which are available in the county, but also in the discovering of what percentage of former county students of vocational agriculture are being employed in the field of agriculture, the approach to this problem is made through a study of only those occupations in which former students of vocational agriculture are employed, rather than through a comprehensive study of all occupational opportunities in York county. The determination of the relative usefulness of various subjects studied by the pupil in high school is also made as a guide to be used in formulating courses of study in the vocational agriculture curriculum which will more nearly meet community needs.

In the belief that such factors as age, marriage, and wages influence the stability and permanency of the individual in his occupation, these factors have been included in the data.

Thus it becomes apparent that the results of the study should point out occupational opportunities in York county, the percentages of former students now engaged in agriculture and other occupations, and a determination of the relative usefulness of the subjects studied by these former students while in school.

NEED FOR THE STUDY

Although one of the primary aims of vocational agriculture courses offered in high schools is the training of young men for successful establishment in farming as an occupation, it is recognized that many of the boys who study these courses do not obtain employment in the field of agriculture. Results of a twenty-five-year summary made public by the Pennsylvania Department of Public Instruction show that of the 26,841 boys who have studied vocational agriculture in Pennsylvania high schools 1,089 now own their own farms; 7,718 are partners with their fathers on the home farm; 3,619 are working on farms for wages; 2,051 have gone into occupations related to farming, such as the selling of feeds, fertilizers, and farm machinery, and 387 have gone to college to enroll in agricultural courses. These figures indicate, over a period of 25 years, that 70% of the boys studying vocational agriculture in Pennsylvania high schools become engaged in some phase of agriculture.

At present however, with the large number of town boys studying vocational agriculture in high schools; with Pennsylvania's farms averaging only 82.9 acres, an insufficient acreage for the support of large families brought about by the marriage of farmers' sons and daughters; with the relatively large amount of capital required to become established in farming, and with many boys studying vocational agriculture only because of the credit given in high school, some of the reasons why many of these former students become employed in fields other than agriculture are apparent. Thus the need for vocational guidance, and especially for that phase of it which assists the individual in the choice of an occupation, becomes very great, particularly for that group which, although its members studied high school vocational agriculture, becomes employed in other fields.

LOCATION, HISTORY, AND POPULATION OF YORK COUNTY

York county, which is in the South Central District of Pennsylvania, lies west of the Susquehanna River which forms its eastern boundary. The county's original area, including what is now Adams county, was taken from that of Lancaster county in 1749. After fifty years in which there was much dissention between the German elements in the eastern part of the area and the Irish elements located in the western section, Adams county was set off from the original county. Thereafter (1800) York county was largely dominated by German influences.

York county is bounded on the north by Cumberland county, on the east by the Susquehanna River, on the south by the state of Maryland, and on the west by Adams county. Its present land area is 903 square miles and, according to the census of 1930, its population totals 167,135 including 80,089 males and 84,046 females. This population is broken down into 80,046 urban, 35,716 rural-farm, and 51,373 rural non-farm dwellers.

YORK COUNTY AGRICULTURE

*"Agriculture is one of the county's chief occupations. Very fertile limestone soils extend in a belt across the county, well into Adams county, while other soils, even if not so rich, produce excellent crops when intelligently farmed."

**Corn, hay, and winter wheat are of almost equal importance and these form the basis for poultry, dairy, and swine production. Fruit growing is developed to a considerable extent, and near the city of York the importance of dairying and vegetable production increases.

***In 1935 York was second only to Lancaster county in the number of farms with 7,857, including 339,881 acres of land capable of being cultivated. For the same year the combined value of its farm land and buildings amounted to $30,769,892 and its rural-farm population totalled 35,716. As compared to other counties in Pennsylvania 1939 figures show York to be first in the number of mules, swine, and chickens on its farms and second in the value of field crops and eggs produced. York ranks second also in the acreage planted to corn, winter wheat, and tobacco. The 7,857 farms in the county average 63.3 acres and part-time farming is common on the part of men employed in many of the county's varied industries.

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* Ninth Industrial Directory of the Commonwealth of Pennsylvania. Harrisburg: Department of Internal Affairs, Commonwealth of Pennsylvania. 1938 pp. 653-656

** Murphy, Raymond E. The Economic Geography of York, Pennsylvania. Mineral Industries Experiment Station Bulletin 17. State College, Pennsylvania. The Pennsylvania State College, 1935 pp. 48-49

*** Pennsylvania Crop and Livestock Report 1939. General Bulletin 569, Vol. 23, No. 3 Harrisburg: Penna. Department of Agriculture, May-June 1940 pp 13-30

*Murphy states that "the general air of agricultural prosperity that pervades most of York county is probably more a tribute to the energy and thrift of its farmers than to inherent soil worth." He further describes York county as "all in all a prosperous land, the prosperity being accounted for both by the presence of fertile York Valley but related, too, to the thrift and painstaking care of the German farmers."

YORK COUNTY INDUSTRY

**Although very important agriculturally, York county is also noted as a thriving center of diversified industry. Numbered among its 167,135 are 80,046 urban

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* Murphy, Raymond E. The Economic Geography of York, Pennsylvania. Mineral Industries Experiment Station Bulletin 17. State College, Pennsylvania. The Pennsylvania State College, 1935 pp 3-19

** Ninth Industrial Directory of the Commonwealth of Pennsylvania. Harrisburg: Department of Internal Affairs, Commonwealth of Pennsylvania. 1938 pp. 653-656 and 51,373 non-farm dwellers.

Located in the county are 587 manufacturing establishments with a capital investment of $67,173,600 These industries employ 36,708 persons and in 1937 paid them $35,834,000 as compensation. In the same year, with a primary horsepower of 140,848, these concerns manufactured products valued at $125,982,700

York's industries are diversified with the principal classes of manufactured goods including metals and metal products; textile and textile products; paper and printing industry products; food and kindred products and lumber with its manufactured products. The specific products manufactured are machinery and parts; cigars; chains; wire and wire products; furniture; grist mill products; silk and rayon goods; women's and children's clothing; roofing paper; electrical machinery; apparatus and supplies; boots and shoes; bakery products; hosiery; shirts; artificial teeth, and agricultural implements.

EDUCATIONAL STATISTICS OF YORK COUNTY

According to data made public in February 1941 by the office of Mr. Harvey Swartz, York county superintendent of schools, there are 70 school districts in the county including 34 boroughs, 35 townships, and 1 independent. There are 349 elementary schools ranging in size from the traditional one room building to buildings with five or more rooms. The twenty-two high schools in the county are classified as follows: 5 six-year junior-senior; 12 four-year senior; 1 three-year junior; 1 four-year junior; 2 three-year, and 1 two-year high school. There are 719 teachers in the county of which 523 belong to the elementary group. For the school year 1940-41 the total enrollment included, in all borough and township elementary schools, junior high schools, and other schools, 10,598 boys and 9,967 girls making a total of 20,565.

Included in this group are the 229 boys studying vocational agriculture on the full-time basis under the supervision of the 6 full-time teachers of vocational agriculture in the departments located in the Codorus Township, Delta, Dillsburg, Fawn Township, Hallam, New Freedom, and Stewartstown high schools. In addition there are 96 boys studying vocational agriculture on the part-time basis under the supervision of the county advisor of vocational agriculture. These boys are receiving their instruction in the Lower Chanceford, Dallastown, Dover (Joint), Manchester, and Wellsville high schools.

PURPOSES OF THE STUDY

This study had its origin in the desire of the writer to make a follow-up survey of former York county students of vocational agriculture for the purpose of:

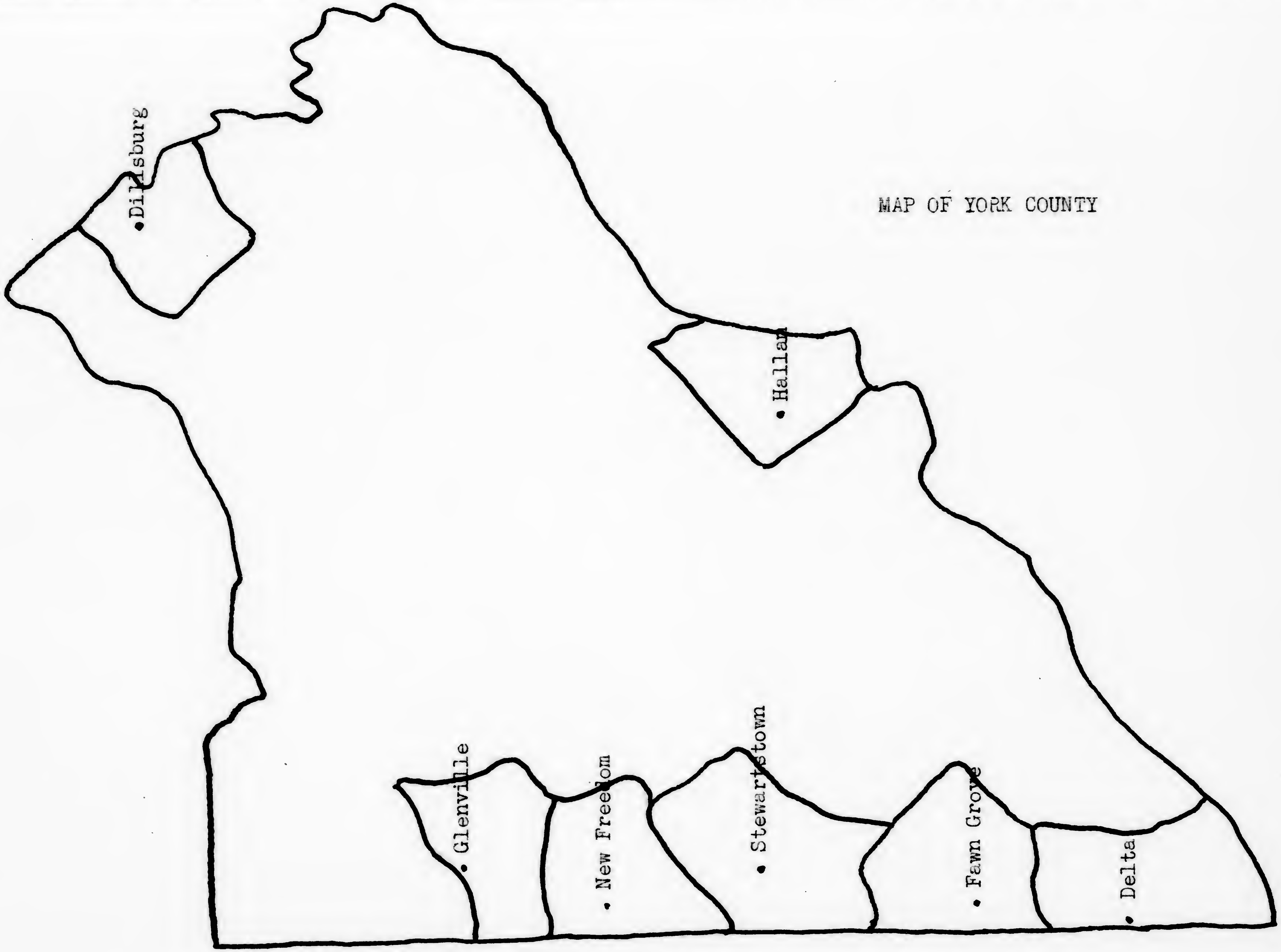
1.Discovering the present occupations of members of this group, on the assumption that these occupational activities will serve as indications of occupational opportunities for present and future students of vocational agriculture in the county.

2.Determining to what extent former students of vocational agriculture in York county are using their vocational training either in the operations of full-time farming, part-time farming, employment in other agricultural occupations or in the carrying on of small-scale farm enterprises. As an aid to better school guidance programs, especially in assisting the student in the selection of courses of study within the school curriculum, the relative usefulness to the former student of all subjects studied in high school is also determined.

SCOPE OF THE STUDY

The writer includes in this study all former county students of vocational agriculture whose whereabouts is known and who cooperated in the study by returning the questionnaire sent him. This group of 108 persons is made up of all individuals who have completed at least one full year's training in vocational agriculture, up to the school year 1939-40, in any of the seven high schools in the county offering such training. Students from the departments of vocational agriculture in the Codorus Township, Delta, Dillsburg, Fawn Township, Hallam, New Freedom, and Stewartstown are included. (See map on page 10)

MAP OF YORK COUNTY



Dots Indicate Location of Departments of Vocational Agriculture Included In Study

METHOD OF STUDY

The names and addresses of former full-time students who had completed at least one full year of vocational agriculture in high school up to the school year 1939-40 were obtained from the several teachers of vocational agriculture in York county. The 207 names thus secured were distributed among the several schools as follows: Fawn Grove 48; Dillsburg 72; Delta and Stewartstown (joint department) 47; New Freedom 12; Codorus Township 19, and Hallam 9. As partial explanation for the varying numbers of students from the different schools it is to be noted that some departments have been operating longer than others. Full-time departments were started in Fawn Grove in 1931; Dillsburg 1934; Stewartstown and Delta (joint) 1934; New Freedom 1935: Codorus Township 1937, and Hallam 1937.

Because York county is large and its residents scattered it was decided that a questionnaire would be the most practical device for communicating with the former students. Accordingly a questionnaire was prepared by the writer under the direction of Mr. Henry Brunner of the Department of Rural Education of The Pennsylvania State College. Copies of the questionnaire were first sent to members of the group in April 1940 and within a few months additional copies were sent to those members who had not filled out and returned the original. As a result 108 replies, representing 52.1%

of the total were returned and it is upon these replies that the results of this study are based.

Upon examining the various types of occupations listed in the returned questionnaires, it was decided to set up the following general classes of occupational activities: Agriculture; Manufacturing; Business; Construction; Public Service; Institutions of Higher Learning; Transportation; Miscellaneous; Unemployed. This classification has been used simply because it meets the needs of data-classification in this particular study.

It is apparent that, in a study of this type with its many types of related information, a tabular form of presenting data is appropriate. All data were therefore set up in table form and generalizations drawn from them.

Chapter II

The Distribution of Former Students According To Their Present Occupational Activities

In so far as the data will allow, the tables which follow indicate both the field in which the former student is now employed and the type of work he is doing. The specific jobs at which these persons are working are classified according to the system described under the heading METHOD OF STUDY and as a result all jobs have been placed under the following headings: Agriculture; Public Service; Institutions of Higher Learning; Transportation; Construction; Manufacturing; Business; Miscellaneous.

Table 1

General Occupational Distribution of All Former Students

Field of employment	Number	Per cent
Agriculture	38	35.2
Manufacturing	20	18.5
Business	13	12.0
Construction	9	8.3
Miscellaneous	7	6.5
Public Service	6	5.6
Institutions of Higher Learning*	6	5.6
Transportation	6	5.6
Unemployed	3	2.8
Total	108	100.1

* Not studying agriculture

The data in Table 1 indicate the distribution of former students in the various fields of employment. It is to be noted that the field of agriculture claims more than 35% of the group and that the remaining 65% are distributed in the fields listed. Highly significant in planning the educational programs of the schools is the fact that only 5.6% of the total group, not however counting those students in agricultural colleges, go on to institutions of higher learning. Also of interest is the fact that members of the group, for the most part, are working in occupations, such as agriculture and manufacturing, which involve considerable physical activity.

Table 2

Distribution of Former Students Now Employed in Agriculture

Employed as	Number	Per cent
Full Time-Farmers	9	23.7
Farming Partners With Parents	8	21.1
Agricultural College Students	6	15.8
Farm Laborers	5	13.1
Part-Time Farmers	4	10.6
Feed Store Workers and Salesmen	4	10.6
Nursery Workers	1	2.6
Teachers of Vocational Agriculture	1	2.6
Total	38	100.1

Table 3

Distribution of Former Students Now Employed In Public Service

Employed as a	Number	Per cent
W.P.A. Worker	2	33.4
Soldier (U.S. Army)	2	33.4
Census Taker	1	16.6
School Teacher	1	16.6
Total	6	100.0

Table 4

Distribution of Former Students Now Attending Non-Agricultural Institutions of Higher Learning

Type of institution	Number	Per cent
Business College	2	33.4
College (Majoring in History)	1	16.6
College (Chemical Engineering)	1	16.6
College (Curriculum Unknown)	1	16.6
Embalming School	1	16.6
Total	6	99.8

Table 5

Distribution of Former Students Now Employed In Transportation

Employed as a	Number	Per cent
Truck Driver	4	66.7
Truck Owner and Operator	1	16.6
Railroad Trackman	1	16.6
Total	6	99.9

Table 6

Distribution of Former Students Now Employed In Construction

Employed as a	Number	Per cent
Painter	3	33.3
Paper-hanger	1	11.1
Carpenter	2	22.2
Construction Laborer	2	22.2
Gas Shovel Operator	1	11.1
Total	9	99.9

Table 5

Distribution of Former Students Now Employed In Transportation

Employed as a	Number	Per cent
Truck Driver	4	66.7
Truck Owner and Operator	1	16.6
Railroad Trackman	1	16.6
Total	6	99.9

Table 6

Distribution of Former Students Now Employed In Construction

Employed as a	Number	Per cent
Painter	3	33.3
Paper-hanger	1	11.1
Carpenter	2	22.2
Construction Laborer	2	22.2
Gas Shovel Operator	1	11.1
Total	9	99.9

Table 7

Distribution of Former Students Now Employed In Manufacturing

Employed in / or as a	Number	Per cent
Furniture Factory	8	40.
Paper Mill	2	10.
Shoe Factory	1	5.
Steel Mill	1	5.
Welder	1	5.
Machinist Apprentice	2	10.
York Ice Machine, Inc.	1	5.
York Wire Cloth Corp.	1	5.
Aircraft Welder	1	5.
Cloth Cutter (Clothing Factory)	1	5.
Spreader and Cutter	1	5.
Total	20	100.

Table 8

Distribution of Former Students Now Employed in Business

Employed as a	Number	Per cent
Butcher	2	15.4
Department Store Clerk	2	15.4
Stove and Furnace Salesman	1	7.7
Stock Clerk	1	7.7
Office Boy	1	7.7
Refrigerating and Heating Salesman	1	7.7
Cut-Rate Store Manager	1	7.7
General Store Clerk	1	7.7
Retail Lumberman	1	7.7
Insurance Agent	1	7.7
Salesman	1	7.7
Total	13	100.1

Table 9

Distribution of Former Students Now Employed In Miscellaneous Occupations

Type of job or work being done-	Number	Per cent
Automobile Mechanic	2	28.6
Doing Odd Jobs	1	14.3
Bartender	1	14.3
Greasing Machinery	1	14.3
Printer Apprentice	1	14.3
General Laborer	1	14.3
Total	7	100.1

CHAPTER III

Descriptive Facts and Information Concerning Those Former-Students Now Employed In The Field of Agriculture

The data which follow include some of the factors which affect the permanency of the individual in his occupation. In this chapter descriptive tables and summaries have been set up for each separate and distinct group employed in the field of agriculture.

Table 10

Facts and Information Concerning Those Former Students Who Are Now Full-Time Farmers

No.	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	21	4	Yes	No	10- 15	300- 400
2	19	3	Yes	No	Under 10	100- 200
3	18	2	Yes	*	Under 10	200- 300
4	23	4	Yes	Yes	15- 20	750-1000
5	21	3	Yes	No	Under 10	300- 400
6	22	3	Yes	Yes	*	*
7	22	3	Yes	No	Under 10	200- 300
8	22	4	Yes	No	*	*
9	25	7	Yes	Yes	20- 25	1000-1250

* Not Stated

The data in table 10 show the average** age of the full-time farm group to be 21.4 years and the number** of years out of school to be 3.7

Approximately 44% of the group are making under

** Refers to arithmetical mean on this and the following pages

$10. weekly. Of these individuals exactly 50% are making between $200 and $300 yearly; 25% between $100 and $200 per year and the remaining 25% from $300 to $400 annually. Eleven per cent of these full-time farmers show weekly incomes of from $10 to $15 and yearly incomes ranging from $300 to $400 Another 11% show weekly incomes of from $20 to $25 with yearly incomes ranging from $1,000 to $1,250

It is to be noted that all members of the group have been graduated from high school. Further, 33% are married and, in so far as the rather limited data indicate, the highest incomes are being made by the married men.

Table 11

Descriptive Facts and Information Concerning Those Former-Students Who Are Now Part-Time Farmers

No.	Age	Years Out of School	High School Graduate	Married	Income Weekly $	 Yearly $
1	20	4	No	No	*	*
2	23	4	Yes	No	10- 15	500- 750
3	19	1	Yes	No	Under 10	300- 400
4	22	4	Yes	*	20- 25	1000-1250

*Not Stated

The data in table 11 indicate the average age of the part-time group to be 21 years and the average number of years out of school to be 3.25

Twenty-five per cent of the group are making under $10 weekly with yearly salaries ranging from $300 to $400

Another 25% are making from $10 to $15 weekly and from $500 to $750 per year. A third 25% are making from $20 to $25 per week and from $1,000 to $1,250 annually.

Seventy-five per cent are not married and the remaining 25% did not state whether or not married. Seventy-five per cent were graduated from high school.

Table 12

Descriptive Facts and Information Concerning Those Former-Students Who Are Now Farming With Parents

					Income	
No.	Age	Years Out of School	High School Graduate	Married	Weekly $	Yearly $
1	21	4	Yes	No	Under 10	300- 400
2	18	1	Yes	No	*	*
3	16	1	No	No	Under 10	*
4	21	4	Yes	*	Under 10	*
5	17	2	No	No	Under 10	200- 300
6	21	4	Yes	No	*	*
7	24	5	Yes	No	Under 10	100- 200
8	18	1	Yes	No	Under 10	100- 200

*Not Stated

The data in table 12 indicate the average age of the group now farming with their parents to be 19.5 years and the average number of years out of school to be 2.8

Seventy-five per cent of the group are making less than $10. per week and of this group 33.3% are making from $100 to $200 yearly. Approximately 17% are making from $200 to $300 yearly and another 17% show yearly incomes of from $300 to $400

Seventy-five per cent of the group were graduated from high school, 87.5% are unmarried with the remaining 12.5% not reporting.

Table 13

Descriptive Facts and Information Concerning Those Former-Students Who Are Now Attending Agricultural College

No.	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	18	2	Yes	No	None	None
2	18	1	Yes	No	None	None
3	19	2	Yes	No	None	None
4	22	4	Yes	No	None	None
5	21	5	Yes	No	None	None
6	19	1	Yes	No	None	None

The data in table 13 indicate the average age of the group now attending agricultural college to be 19.5 years and the average number of years out of school to be 2.5

None of the group is married and all were graduated from high school.

Table 14

Descriptive Facts and Information Concerning Those Former-Students Who Are Now Employed As Farm Laborers

No.	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	23	6	Yes	No	10- 15	500- 750
2	17	1	No	No	Under 10	100- 200
3	24	8	Yes	Yes	Under 10	*
4	20	3	Yes	No	10- 15	300- 400
5	24	5	Yes	Yes	Under 10	200- 300

*Not Stated

The data in table 14 indicate the average of the farm labor group to be 21.5 years and the average number of years out of school to be 4.6

Sixty per cent of the group are making under $10 weekly and of this group 33.3% are making from $100 to $200 yearly; a second 33.3% are making from $200 to $300 yearly. Forty per cent are making from $10 to $15 weekly with half of this group making from $500 to $750 yearly and the ramaining half making from $300 to $400 yearly.

Eighty per cent were graduated from high school and 40% are married.

Table 15

Descriptive Facts and Information Concerning Those Former-Students Who Are Now Employed As Feed Store Salesmen

No.	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	20	2	Yes	No	10- 15	300- 400
2	22	3	Yes	No	15- 20	750-1000
3	18	1	Yes	No	Under 10	300- 400
4	24	3	Yes	Yes	20- 25	1000-1250

The data in table 15 indicate the average age of the group employed as feed store salesmen to be 21 years and the average number of years out of school to be 2.3

Twenty-five per cent of this group are making under $10 weekly with yearly salaries ranging from $300 to $400 Another 25% are making from $10 to $15 per week and from $300 to $400 per year. Still a third 25% are making from $15 to $20 per week with yearly salaries ranging from $750 to $1,000 A final 25% are making from $20 to $25 weekly and from $1,000 to $1,250 yearly.

Twenty-five per cent of the group are married and all were graduated from high school.

Table 16

Descriptive Facts and Information Concerning Those Former Students Who Are Now Employed As Nursery Workers

No.	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	24	5	Yes	No	15- 20	750-1000

Table 17

Descriptive Facts and Information Concerning Those Former Students Who Are Now Teaching Vocational Agriculture

No.	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	23	6	Yes	Yes	40- 45	2000-2400

SMALLER INCOME REQUIRED BY AGRICULTURAL GROUP

In comparison to members of other occupational groups, the former students of vocational agriculture now pursuing agriculture as full-time farmers, as part-time farmers, as farming partners with their parents, or as farm laborers appear to be making very low weekly and yearly incomes. It is to be remembered however, that in addition to the monetary incomes as listed, members of these groups are also receiving products furnished by the farm toward the family living. These products, as valued by farmers in Central Pennsylvania*, are worth $350 per year and include 1,312 quarts of milk, 41 pounds of butter, 146 dozens of eggs, 26 head of poultry, 1,021 pounds of pork, 168 pounds of beef, 776 pounds of wheat flour, and 45 bushels of potatoes. These amounts are given for an average-sized family of 5.3 persons.

In addition to the monetary income and products furnished by the farm, it is also to be pointed out that the farm home, with its comparatively low purchase price or monthly rental, reduces the need for large financial returns on the part of these agriculturally employed persons. On the other hand, the increased cost of living in town and city makes it necessary for workers in other vocations living in these areas to receive larger incomes.

The value of the farm as a home is also of the greatest importance and this value is generally attributed not only to the healthfulness of farm life, but also to the opportunities presented for the bringing up of children, the forming of closer relationships between men, and the developing of good citizens.

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* McCord, J.E. Farm Practices and Management in Central Pennsylvania Pennsylvania State College Experiment Station Bulletin 379, State College: The Pennsylvania State College, May 1939, p 90

CHAPTER IV

Descriptive Facts and Information Concerning Those Former-Students Now Employed In Fields Other Than Agriculture

The data which follow include some of the factors which affect the permanency of the individual in his occupation. In this chapter descriptive tables and summaries have been set up for each separate and distince group employed in fields other than agriculture.

Table 18

Descriptive Facts and Information Concerning Those Former Students Who Are Now Employed In Public Service

No.*	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	24	5	Yes	No	15- 20	750-1000
2	23	2	No	Yes	10- 15	500- 750
3	20	1	Yes	No	25- 28	750-1000
4	21	1	Yes	No	10- 15	500- 750
5	21	5	Yes	Yes	35- 40	750-1000
6	22	4	Yes	Yes	25- 28	1000-1250

*Note accompanying key to above table

Key

No. 1 is employed as a W.P.A. timekeeper
No. 2 is employed as a W.P.A. laborer
No. 3 is in the U.S. Air Corps
No. 4 is employed as a U.S. mail orderly
No. 5 is employed as a U.S. census taker
No. 6 is employed as a school teacher

The data in table 18 indicate the average age of the group now employed in public service to be 21.8 years and the average number of years out of school to be 3

Thirty-three per cent of the group are making from $10 to $15 weekly and from $500 to $750 yearly; 16% are making from $15 to $20 weekly with yearly salaries ranging from $750 to $1,000 Another 33.3% are making from $25 to $28 per week and of this group half are making from $750 to $1,000 per year and the remaining half from $1,000 to $1,250. Sixteen per cent are making from $35 to $40 weekly and from $750 to $1,000 annually.

Approximately 83% of the group were graduated from high school and 50% are married.

Table 19

Descriptive Facts and Information Concerning Those Former-Students Now Employed In Transportation

					Income	
No.*	Age	Years Out of School	High School Graduate	Married	Weekly $	Yearly $
1	20	1	No	No	15- 20	750-1000
2	21	4	Yes	No	Over 50	Over 2400
3	22	6	Yes	No	31- 35	1500-1750
4	21	2	Yes	No	31- 35	1750-2000
5	19	2	Yes	No	20- 25	1000-1250
6	21	3	Yes	No	15- 20	**

* Note accompanying key to above table
** Not Stated

Key

No. 1 is employed as a railroad trackman
No. 2 is employed as a milk hauler
No. 3 is employed as a truck driver
No. 4 is employed as a truck driver
No. 5 is employed as a truck driver
No. 6 is a truck owner and operator

The data in table 19 indicate the average age of the group now employed in the field of transportation to be 20.6 years and the average number of years out of school to be 3

Thirty-three per cent of the group are making from $15 to $20 weekly and of this group half are making from $750 to $1,000 yearly.

Sixteen per cent are making from $20 to $25 weekly with yearly salaries ranging from $1000 to $1250. Thirty-three per cent of the group are making from $31 to $35 per week with 50% of this group making from $1500 to $1750 yearly and the remaining 50% showing yearly incomes of from $1750 to $2000. A final sixteen per cent are making over $50 weekly with yearly incomes in excess of $2400

Eighty-three per cent of the group were graduated and none is married.

Table 20

Descriptive Facts and Information Concerning Those Former Students Now Employed In Miscellaneous Occupations

No.*	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	18	2	Yes	No	10- 15	750-1000
2	19	2	Yes	No	Under 10	100- 200
3	19	1	Yes	No	20- 25	**
4	25	6	Yes	No	25- 28	500- 750
5	22	3	Yes	No	15- 20	750-1000
6	22	1	Yes	No	Under 10	300- 400
7	19	1	Yes	No	30- 35	1500-1750

* Note accompanying key to above table
** Not Stated

Key

No. 1 is employed as an automobile mechanic
No. 2 is doing odd jobs
No. 3 is employed as a bartender
No. 4 is employed to grease machinery
No. 5 is employed as an automobile mechanic
No. 6 is a printer apprentice
No. 7 is a general laborer

The data in table 20 indicate the average age of the group employed in miscellaneous occupations to be 20.5 years and the average number of years out of school to be 2.3

Twenty-eight per cent of the group are making under $10 per week with half of this 28% group making from $100 to $200 yearly and the other half showing yearly incomes of from $300 to $400; 14% of the group are making from $10 to $15 weekly with yearly salaries ranging from $750 to 1000 Another 14% are making from $20 to $25 weekly with a third 14% showing weekly salaries of from $25 to $28 and yearly salaries of from $500 to $750. A final 14% are making from $30 to $35 weekly and from $1500 to $1750 per year.

All of the group were graduated from high school and none is married.

Table 21

Descriptive Facts and Information Concerning Those Former Students Now Employed In Construction Activities

No.*	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	20	2	Yes	No	Under 10	100- 200
2	24	7	Yes	Yes	30- 35	**
3	21	2	Yes	Yes	20- 25	1250-1500
4	27	7	Yes	No	10- 15	200- 300
5	18	1	Yes	No	15- 20	**
6	24	6	Yes	Yes	20- 25	1000-1250
7	24	7	Yes	No	40- 45	1750-2000
8	22	5	No	Yes	25- 28	1250-1500
9	22	3	Yes	No	Over 50	2000-2400

* Note accompanying key to above table
** Not Stated

Key

No. 1 is employed as a painter apprentice
No. 2 is employed as a painter and paper-hanger
No. 3 is employed as a general construction laborer
No. 4 is employed as a painter
No. 5 is employed as a laborer for a contractor
No. 6 is employed as a carpenter

No. 7 is employed as a paper-hanger
No. 8 is employed as a gas shovel operator
No. 9 is employed as a carpenter

The data in table 21 indicate the average age of the group employed in construction activities to be 22.2 years and the average number of years out of school to be 4.4

Eleven per cent of this group are making under $10 weekly and from $100 to $200 yearly. Another 11% are making from $10 to $15 per week with yearly salaries of from $200 to $300. Still a third 11% show weekly incomes of from $15 to $20. Twenty-two per cent are making from $20 to $25 per week and of this group 50% are making from $1000 to $1250 per year and the remaining 50% from $1250 to $1500 annually. The fifth 11% are making from $30 to $35 weekly and the sixth 11% show incomes of from $40 to $45 per week and from $1750 to $2000 yearly. The final 11% are making over $50 weekly and from $2000 to $2400 yearly.

Eighty-eight per cent were graduated and 44.4% are married.

Table 22

Descriptive Facts and Information Concerning Those Former Students Now Employed In Manufacturing

No.*	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	20	4	Yes	No	10- 15	400- 500
2	18	1	Yes	No	20- 25	400- 500
3	20	1	Yes	No	20- 25	400- 500
4	18	1	Yes	No	10- 15	500- 750
5	20	1	Yes	No	10- 15	500- 750
6	19	1	Yes	No	10- 15	300- 400
7	22	5	Yes	Yes	15- 20	750-1000
8	19	1	Yes	No	Varies	Varies
9	20	3	No	No	15- 20	500- 750
10	22	4	Yes	Yes	31- 35	1250-1500
11	24	4	No	Yes	15- 20	750-1000
12	20	3	Yes	No	10- 15	750-1000
13	20	1	Yes	No	10- 15	500- 750
14	20	1	Yes	No	10- 15	500- 750
15	17	1	Yes	No	10- 15	750-1000
16	23	5	Yes	No	15- 20	750-1000
17	26	8	Yes	No	31- 35	1250-1500
18	19	1	Yes	No	15- 20	750-1000
19	20	2	Yes	No	15- 20	**
20	21	3	Yes	No	15- 20	750-1000

* Note accompanying key to above table

** Not Stated

Key

No. 1 is employed as a veneer clipper in a furniture factory
No. 2 is employed in a cabinet factory
No. 3 is employed in a furniture factory
No. 4 is employed in a furniture factory
No. 5 is employed in a furniture factory
No. 6 is employed in a furniture factory
No. 7 is employed in a paper factory
No. 8 is employed in a paper factory
No. 9 is employed in a shoe factory
No. 10 is employed in a steel mill
No. 11 is employed as a welder
No. 12 is employed in a furniture factory
No. 13 is employed as a machinist apprentice
No. 14 is employed as a spreader and cutter

No. 15 is employed in a furniture factory
No. 16 is employed as a cloth cutter in a clothing factory
No. 17 is employed as an aircraft welder
No. 18 is a general employee in a wire cloth plant
No. 19 is a die-maker apprentice
No. 20 is a general employee in an ice machinery plant

The data in table 22 indicate the average age of the group now employed in manufacturing to be 20.4 years and the average number of years out of school to be 2.8

Forty per cent of the total group are making from $10 to $15 per week and of this group 12.5% are making from $300 to $400 yearly. Twelve and one half per cent are making from $400 to $500 yearly; 50% from $500 to $750 yearly and 25% from $750 to $1000 per year.

Thirty-five per cent of the total group are making from $15 to $20 weekly and of this group 71.4% are making from $750 to $1000 yearly and another 14.3% are making from $500 to $750.

Ten per cent of the group are making from $20 to $25 weekly and from $400 to $500 annually.

Ten per cent are making from $31 to $35 weekly with yearly salaries ranging from $1250 to $1500.

Ninety per cent of the group were graduated from high school and 15% are married.

Table 23

Descriptive Facts and Information Concerning Those Former Students Now Employed In Business

No.*	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	24	3	Yes	No	15- 20	400- 500
2	23	2	Yes	No	15- 20	750-1000
3	18	1	Yes	No	**	**
4	21	5	Yes	No	10- 15	500- 750
5	19	2	Yes	No	10- 15	500- 750
6	21	3	Yes	Yes	25- 28	1250-1500
7	24	5	Yes	No	15- 20	750-1000
8	22	4	Yes	Yes	15- 20	750-1000
9	22	4	Yes	No	10- 15	750-1000
10	25	8	Yes	Yes	34- 40	1750-2000
11	25	7	Yes	Yes	20- 25	1000-1250
12	20	2	Yes	Yes	15- 20	750-1000
13	24	6	Yes	Yes	28- 31	1250-1500

* Note accompanying key to above table

** Not Stated

Key

No. 1 is employed as a stove and furnace salesman
No. 2 is employed as a stock clerk
No. 3 is employed as a department store clerk
No. 4 is employed as an office boy
No. 5 is employed as a department store clerk
No. 6 is employed as a sales and service representative for a heating firm
No. 7 is employed as the manager of a cut-rate store
No. 8 is employed as a clerk in a general store
No. 9 is a partner in a retail lumber business
No. 10 is employed as an office clerk and insurance agent
No. 11 is employed as a butcher
No. 12 is employed as a butcher
No. 13 is employed as a salesman

The data in table 23 indicate the average age of the group now employed in business occupations to be 22.2 years and the average number of years out of school to be 4.

Twenty-three per cent of the group are making from $10 to $15 weekly and of this group 66.7% are making from $750 to $1000 yearly, and the remaining 33.3% from $500 to $750 per year.

Thirty-eight per cent are making from $15 to $20 weekly and of this group 20% are making from $400 to $500 yearly with the remaining 80% showing annual incomes of from $750 to $1000.

Seven per cent are making from $20 to $25 weekly and from $1000 to $1250 yearly. Another 7% of the group are making from $25 to $28 per week with yearly incomes of from $1250 to $1500. A third 7% are making from $28 to $31 weekly with yearly salaries ranging from $1250 to $1500. A final 7% make from $35 to $40 per week and from $1750 to $2000 per year.

One hundred per cent of the group have been graduated from high school and 46.2% are married.

Table 24

Descriptive Facts and Information Concerning Those Former Students Now Unemployed

No.	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	21	4	Yes	No	None	None
2	21	4	Yes	No	None	None
3	20	4	No	No	None	None

The data in table 24 indicate the average age of the unemployed group to be 20.6 years and the average number of years out of school to be 4.

Sixty-six per cent were graduated from high school and none is married.

Table 25

Descriptive Facts and Information Concerning Those Former Students Now Attending Institutions of Higher Learning*

No.**	Age	Years Out of School	High School Graduate	Married	Income Weekly $	Income Yearly $
1	22	5	Yes	No	None	None
2	18	1	Yes	No	None	None
3	19	1	Yes	No	None	None
4	20	4	Yes	No	None	None
5	18	1	Yes	No	None	None
6	19	1	Yes	No	None	None

*Not studying agriculture

** Note accompanying key to above table

No. 1 is a college graduate student in History
No. 2 is a student in a business college
No. 3 is a student in a school of embalming
No. 4 is a college student in chemical engineering
No. 5 is a student in a business college
No. 6 is a college student (curriculum unknown)

The data in table 25 indicate the average age of that group now attending institutions of higher learning to be 19.3 years and the average number of years out of school to be 2.2

It is to be noted that 33.3% of the group have entered business college; another 50% are now attending college, and the remaining 16.7% are entered in a school of embalming.

All have been graduated from high school and none is married.

CHAPTER V

The Relative Usefulness of Different High School Subjects and Activities To Those Former Students Who Are Now Engaged In The Field of Agriculture

All subjects studied and activities participated in by the former students while in high school have been grouped under the two main headings Vocational Agriculture Subjects and Activities, and Non-Vocational Agriculture Subjects and Activities.

The numbers and percentages found in tables 26 and 27 of Chapter V represent the numbers and percentages of the agriculturally-employed group which have found these particular subjects and activities helpful since leaving high school.

Table 26

Relative Usefulness of Vocational Agriculture Subjects and Activities To The Thirty-Eight Former Students Now Employed In The Field of Agriculture

Subject or Activity	Considered Helpful By: Number	Considered Helpful By: Per cent of group
Farm Crops and Gardening	27	71.3
Poultry Husbandry	26	68.4
Dairy Husbandry	25	65.8
Animal Husbandry	20	52.6
Farm Management	20	52.6
Farm Mechanics	16	42.1
Future Farmer Activities	13	34.2
Marketing	13	34.2
Rural Sociology	7	18.4
Fruit Production	6	15.8
Farm Forestry	4	10.5

Reference to the data in table 26 indicates that, for the most part, those vocational agriculture subjects which are proving most useful to more than 50% of the group now actually engaged in agriculture, are concerned with actual production and management problems. For example, farm crops, gardening, poultry husbandry, dairy husbandry, animal husbandry, and farm management rank very high in their value to these young men. Obviously these are courses primarily concerned with production and it is likely that the importance of crop, animal, and poultry production on the average York county farm is responsible for the development of interest in these subjects of vocational agriculture.

Farm mechanics, Future Farmer Activities, and marketing are considered important by 25 to 50% of the group. The rather low percentages considering fruit and forestry production useful are probably accounted for by the fact that both of these farm enterprises are carried on somewhat sectionally rather than being common to all parts of the county.

Table 27

Relative Usefulness of Non-Vocational Agriculture Subjects and Activities To The Thirty-Eight Former Students Now Employed In The Field of Agriculture

Subject or Activity	Considered Helpful By:	
	Number	Per cent of group
Mathematics	20	52.6
English	12	31.6
Science	12	31.6
Athletics	6	15.8
Club Activities	6	15.8
History	5	13.1
Music	44	10.5
Languages	4	10.5
Dramatics	1	2.6

The data in table 27 indicate that, of the non-vocational subjects and activities, mathematics, English, and science are proving useful to from 30 to 52.6% of those former students who are now engaged in the field of agriculture. This fact should prove of value to the guidance counselor in assisting students to select courses which will meet their needs in later life.

It is apparent that those school activities and subjects which aid in the development of worth-while leisure time activities on the part of the student are considered relatively unimportant by this group. Proof of this is to be seen in the fact that music, dramatics, athletics and clubs are considered helpful only by relatively small percentages.

CHAPTER VI

The Relative Usefulness of Different High School Subjects and Activities To Those Former Students Who Are Now Engaged In Fields Other Than Agriculture

The numbers and percentages to be found in tables 28 and 29 of this chapter represent the numbers and percentages of the non-agriculturally-employed groups which have found these particular subjects and activities helpful since leaving high school.

Table 28

Relative Usefulness of Vocational Agriculture Subjects and Activities To The Seventy Former Students Now Employed In Fields Other Than Agriculture

Subject or Activity	Considered helpful by:	
	Number	Per cent of group
Farm Mechanics	30	43
Farm Crops and Gardening	19	27.1
Poultry Husbandry	18	25.7
Marketing	15	21.4
Farm Management	12	17.1
Rural Sociology	12	17.1
Animal Husbandry	9	12.9
Future Farmer Activities	8	11.4
Dairy Husbandry	8	11.4
Farm Forestry	7	10.0
Fruit Production	5	7.1
Ornamental Horticulture	3	4.3

The data in table 28 indicate that farm mechanics, crops and gardening, poultry husbandry, and marketing are proving useful to from 21.4 to 43% of the group now employed in non-agricultural occupations.

It may be assumed that the rather generalized nature of the shop training given in farm mechanics fits the student to perform many of the mechanical jobs which must be done around the house. Crops and gardening as well as poultry husbandry are probably considered helpful because these enterprises, by virtue of their intensive nature, can be carried on to a considerable extent in the average small town where space is available.

It is to be expected that those courses which deal primarily with farm problems and farm production are not likely to be considered very useful to members of this non-agricultural group and such is the case. Consequently, such courses as animal husbandry, dairy husbandry, farm forestry, and fruit production rank low in their practical value to these persons.

Table 29

Relative Usefulness of Non-Vocational Agriculture Subjects and Activities To The Seventy Former Students Now Employed In Fields Other Than Agriculture

Subject or Activity	Considered helpful by:	
	Number	Per cent of group
Mathematics	43	61.4
English	28	40.0
Science	20	28.4
Athletics	9	12.9
History	9	12.9
Clubs	8	11.4
Music	5	7.1
Languages	1	1.4

As was the case with the agriculturally employed group, members of this group also indicate that mathematics, English, and science are proving most useful. Again those school activities which tend to develop worth-while leisure time activities, such as music, dramatics, athletics, and clubs, are not very useful to members of this group.

CHAPTER VII

Types of Agricultural Enterprises Carried On By Former Students Who Are Not Employed In The Field of Agriculture And Who Do Not Live On Farms

The data about to be presented in table 30 indicate that participation in some type of agricultural enterprise is common, even among members of the non-agriculturally employed groups.

Table 30

Types and Number of Agricultural Enterprises Carried On By Thirty Non-Agriculturally Employed Former Students

Type of Enterprise	Persons Participating	
	Number	Per cent
Vegetable Gardening	23	76.7
Poultry	10	33.3
Potatoes	7	23.3
Swine	7	23.3
Dairy	2	6.6
Bees	2	6.6

The data in table 30 indicate that, among members of the non-agriculturally employed group, vegetable gardening ranks first in popularity followed by poultry, potatoes, swine, dairy, and bees.

It is likely that former students engage in these activities both to supplement food supplies for the home and to furnish a certain amount of exercise and recreation.

Approximately 43% of those persons not employed in any agricultural occupation are carrying on some type of agricultural enterprise.

CHAPTER VIII

Extent To Which Former Students Would Repeat Vocational Agriculture

The data to be presented in table 31 indicate the numbers and percentages of the group of 108 former students who would repeat their work in high school vocational agriculture; the numbers and percentages of those who would not repeat the course, and the number and percentage not giving an answer.

Table 31

Extent To Which Former Students Would Repeat Vocational Agriculture

	Number	Per cent
Would repeat vocational agriculture	92	85.2
Would not repeat vocational agriculture	13	12.0
Not stated	3	2.8
Total	108	100.0

The reasons given by the group stating it would repeat vocational agriculture include the following:

1. Good practical experience
2. Helpful in farming
3. An interesting subject
4. Teaches good farming methods

5. Good general training
6. Enjoy agricultural work
7. Develops responsibility
8. Teaches one to understand rural life

The reasons given by the group stating it would not repeat high school vocational agriculture include the following:

1. Not adapted to kind of work desired
2. Need for more science and math in Air Corps
3. Prefer business training
4. Did not like to carry project
5. Not interested in farming

CHAPTER IX

Conclusions and Recommendations

Although it is recognized that some of the data presented in this study are limited, the writer considers the following conclusions justified.

1.Based on the present occupational activities of former York county students of vocational agriculture, opportunities for employment, as brought out in this study, appear to be present in the specific vocations listed under the several fields as follows:

A.In agriculture, as-

- Full-time farmers
- Part-time farmers
- Agricultural college students
- Farm laborers
- Farming partners with parents
- Feed store employees
- Nursery workers
- Teachers of vocational agriculture

B.In public service, as-

- Employees of the Works Progress Administration
- Soldiers in the armed forces of the U.S.
- Census takers (at particular times)
- School teachers

C.In the field of higher education, as-

- Students in colleges and universities
- Students in business colleges
- Students in trade schools

D.In transportation, as-

- Truck drivers
- Truck owners and operators
- Railroad employees

E. In construction, as-

- Painters
- Paper-hangers
- Carpenters
- General laborers
- Machine operators

F. In manufacturing, as-

- Furniture factory employees
- Paper factory employees
- Shoe factory employees
- Steel mill employees
- Welders
- Apprentice machinists
- Ice machinery employees
- Wire cloth employees
- Aircraft welders
- Cloth cutters

G. In business, as-

- Butchers
- Department store clerks
- Stove and furnace salesmen
- Stock clerks
- Office boys
- General salesmen
- Cut-rate store managers
- General store employees
- Lumber salesmen
- Insurance agents

H. In miscellaneous occupations, as-

- Automobile mechanics
- Bartenders
- General mechanics
- Apprentice printers
- General laborers
- Odd-job workers

It is to be noted however, that these specific activities do not constitute the total of all types of employment opportunities for present and future students of vocational agriculture in York county, but rather only those activities in which former students are now employed.

2. Thirty-five per cent of the group included in this study are now actively engaged in the field of agriculture. Approximately 24% of this agriculturally employed group are full-time farmers; 20% are farming with their parents; 15.8% are agricultural college students; 13% are farm laborers; 10.6% are part-time farmers; 10.6% are feed store workers or salesmen; 2.6% are nursery workers, and 2.6% are teachers of vocational agriculture.

3. Approximately 43% of the group not employed occupationally in the field of agriculture are carrying on some type of agricultural enterprise. These enterprises, listed in the order of their popularity with this non-agricultural group, are vegetable gardening, poultry, potatoes, swine, dairy, and bees.

4. Of all the subjects taught in vocational agriculture the following, as listed in the order of their importance, have been found useful and helpful to those former students now employed in the field of agriculture: farm crops and vegetable gardening, poultry husbandry, dairy husbandry, animal husbandry, farm management, farm mechanics, Future-Farmer activities, marketing, rural sociology, fruit production, and farm forestry.

The following non-vocational agriculture subjects and activities, listed in the order of their usefulness, have been found helpful by these same agriculturally employed students: mathematics, English, science, athletics, club activities, history, music, languages, and dramatics.

5. Of all the subjects taught in vocational agriculture the following, listed in the order of their usefulness, have been found most helpful to those former students now employed in fields other than agriculture: Farm mechanics, farm crops and gardening, poultry husbandry, marketing, farm management, rural sociology, animal husbandry, Future Farmer activities, dairy husbandry, forestry, fruit production, and ornamental horticulture.

The following non-vocational subjects and activities, listed in the order of their usefulness, have been found important by those former students now employed in fields other than agriculture: Mathematics, English, science, athletics, history, clubs, music, and languages.

6. Because only 21.3% of the group studied are married and because the average individual is only 21.3 years of age and out of high school but 3.6 years, it is likely that the occupational activities of many of the students included in this study will change. Factors such as age, experience, and marriage, which influence the occupational stability of the individual, are lacking and for this reason, along with the increased demand for labor due to our rapidly expanding national defense program and the drafting of those young men physically fit for military service, many of the results of this study will be changed in the very near future.

Recommendations

1. It is recommended that as part of the guidance program of the vocational teacher, opportunities for employment, as brought out in this study, in the fields of agriculture, manufacturing, business, construction, public service, transportation, and participation in programs of higher learning be pointed out to present and future students in the secondary schools of York county, Pennsylvania.

2. It is further recommended that, although the income figures brought out in this study should be made known to students, consideration should also be given other factors such as interest and satisfaction in the work, physical fitness and aptitudes for the work, and possibilities for advancement, permanency, and security.

Also to be pointed out to those students considering agriculture as a vocation are the healthfulness of farm life; the importance and value of the products furnished by the farm toward the family living, and the opportunities offered for bringing up children and the making of good citizens.

3. Because farm mechanics, Future Farmer activities, marketing, and rural sociology were considered important and useful by less than 50% of the group now engaged in agriculture, it is recommended that teachers of these subjects strive to improve teaching procedures and methods so as to make these courses, for which there does exist a recognized basic need, more practical and useful.

4.The importance of such academic subjects as mathematics, English, and science is recognized to a considerable extent both by the group of former students now engaged in agriculture and by those groups engaged in other occupational activities. For this reason, the teacher of vocational agriculture has definite responsibilities not only in the teaching of vocational agriculture, but also in the teaching of good English, mathematical calculations, and related scientific principles.

5.It is recommended that high school students of vocational agriculture be selected on the basis of their interest in agriculture, their need for the training, and their facilities for carrying on a supervised farm program, rather than on their need for school credit.

5.Because 43% of the non-agriculturally employed group are carrying on some types of part-time agricultural enterprises, it may be safely assumed that they are so engaged because they are interested in certain phases of agriculture. Whether their motive for carrying on these enterprises be economic or whether it be recreational, it may be taken for granted that they could do a better job of managing these enterprises if they had received systematic instruction along these lines. Consequently, it is to be recommended that boys showing interests in certain agricultural lines be encouraged to take work in vocational agriculture which will enable them to improve the type of work they do in managing such enterprises.

From facts disclosed by this study it appears that instruction in vegetable gardening, poultry husbandry, potato production, and swine management are of particular signifigance to members of that group not primarily interested in becoming employed full-time in the field of agriculture.

6. Based on the importance of York county as an agricultural center and as a manufacturing center the writer recommends a greatly expanded program of vocational guidance and vocational education for the secondary schools of the county. This program should include vocational training in agriculture, home economics, trades and industry, distributive occupations, public service, and office work. It is further recommended that this program be set up in such a way as to train not only those persons still in school, but also to train the out-of-school youth. And so, by continuous programs of vocational education, the individual will be able to constantly readjust himself as to meet the changes brought about in the occupation in which he is employed.

End of Title